

DOCUMENT RESUME

ED 382 282

JC 950 268

AUTHOR Kangas, Jon
TITLE AFFIRM Success Rates Compared to Success Rates of Other African-American Students in the Same Courses, Fall 1993. Research Report #848.
INSTITUTION San Jose/Evergreen Community Coll. District, San Jose, CA.
PUB DATE Jul 94
NOTE 13p.; For the spring 1994 report, see JC 950 270.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; *Black Students; Community Colleges; Comparative Analysis; Counseling Services; *Developmental Studies Programs; Mentors; Program Effectiveness; *Remedial Programs; Role Models; Tutoring; Two Year Colleges; Two Year College Students
IDENTIFIERS African Americans; Evergreen Valley College CA

ABSTRACT

Project AFFIRM (African-American First Investment Return Module) was established at Evergreen Community College in fall 1989 as a comprehensive academic and support program to help African-American students achieve their college transfer or associate degree goals. AFFIRM courses have the same content as traditional courses, but utilize non-traditional delivery and intervention strategies and are taught by culture-specific role model teachers. Supportive services include academic and personal counseling, tutoring, mentoring, economic literacy and self-esteem workshops, scholarships, and book and personal emergency loans. In fall 1993, 110 students were enrolled in 6 classes offered through the project: English Composition (English 1A); Fundamentals of Composition (English 104); Improvement of Writing (English 330); Fundamentals of Chemistry (Chemistry 15); College Study Techniques (Guidance 95); and Algebra I (Mathematics 12). Compared to other African-American students taking the same courses, AFFIRM students had a lower success rate (43% versus 56%). AFFIRM students had a noticeably lower success rate than non-AFFIRM African-American students in English 104 (48% versus 67%), and a lower success rate in English 1A (31% versus 50%), Mathematics 12 (29% versus 47%), and English 330 (67% versus 88%). AFFIRM students did outperform non-Affirm students in Chemistry 15 (40% versus 33%) and Guidance 95 (59% versus 50%). In addition, over 8 semesters the total success rate for AFFIRM students in English 330 was 61%, compared to 45% for other English 330 African-American students. (MAB)

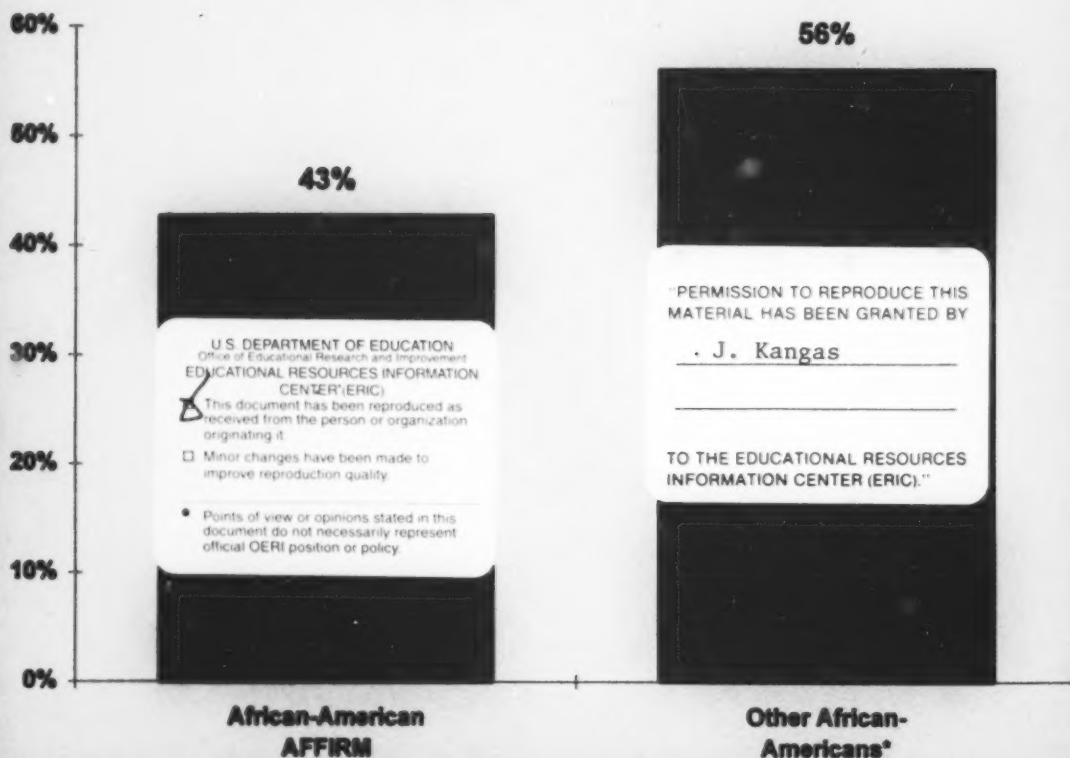
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

**SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT
EVERGREEN VALLEY COLLEGE**

AFFIRM SUCCESS RATES

**Compared to Success Rates of Other African-American Students in
the Same Courses
Fall 1993**

Overall Success Rate Fall 1993



*African-American Students in non-AFFIRM sections of the same courses

BACKGROUND & ACKNOWLEDGEMENTS

Definitions

Success (Suc) = A + B + C + CR grades

Source Document

SJ/ECCD Ethnic Grade Distribution Report (#5L2001 Fall 1993)

Project Author

Jon Kangas, Ph.D.

Mission, History and Program Narrative

Anita Collins

Data Collection and Document Preparation

Kathleen Budros, Research Assistant
Joyce Yoshioka, Research Assistant

Evergreen Valley College

AFFIRM Success Story--Fall 1993

by Jon Kangas

February 1994

Mission

The mission of the Project AFFIRM Program is to address the educational crisis by providing academic and personal support that will significantly increase graduation and transfer rates of African-American students.

History

Project AFFIRM (*African-American First Investment Return Module*) was established in Fall of 1989 in an attempt to address the widespread educational crisis specifically pertaining to African-American students. It is a comprehensive academic and support program designed to assist African-American students in building their self-esteem and in preparing these students for college transfer and/or for graduating with an AA/AS degree. The program's philosophy is that the classroom experience is less rewarding to these students if they are not exposed to and/or involved in a variety of specialized learning strategies and supportive learning environments. It is also evident that all students, and particularly students who are academically underprepared, learn best in a supportive community. Therefore, integration and participation in supportive learning environments are pertinent to the learning and retention of all students, especially the underprepared.

The Program

Courses in the program combine career and economic prosperity components into a successful life survival plan of action and towards higher educational goals. Career and financial management training are combined with general education courses to enhance the students' knowledge of what is expected in the real world.

The program has served approximately 400 African-American students. With an increasing number of students participating in the project, it has grown into a comprehensive program.

Students enrolled in the program have culture-specific role model teachers for instruction. Courses have the same content as other campus courses taught in a traditional mode, but the AFFIRM courses utilize non-traditional delivery and intervention strategies. Program aides are in the classroom to provide extra assistance to the students.

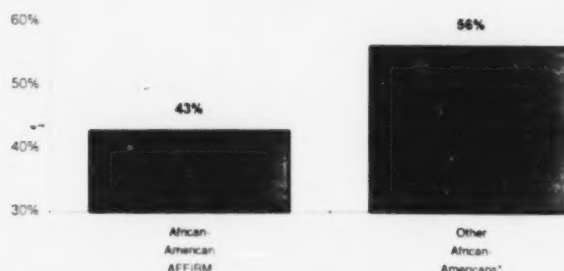
In Fall 1993, Project AFFIRM offered six classes:

English 1A - English Composition
English 104 - Fundamentals of Composition
English 330 - Improvement of Writing
Chemistry 15 - Fundamentals of Chemistry
Guidance 95 - College Study Techniques
Mathematics 12 - Algebra I

Supportive Services Provided by the Project AFFIRM Program:

- academic and personal counseling
- tutoring
- mentoring
- economic literacy and self-esteem workshops
- scholarships, book and personal emergency loans

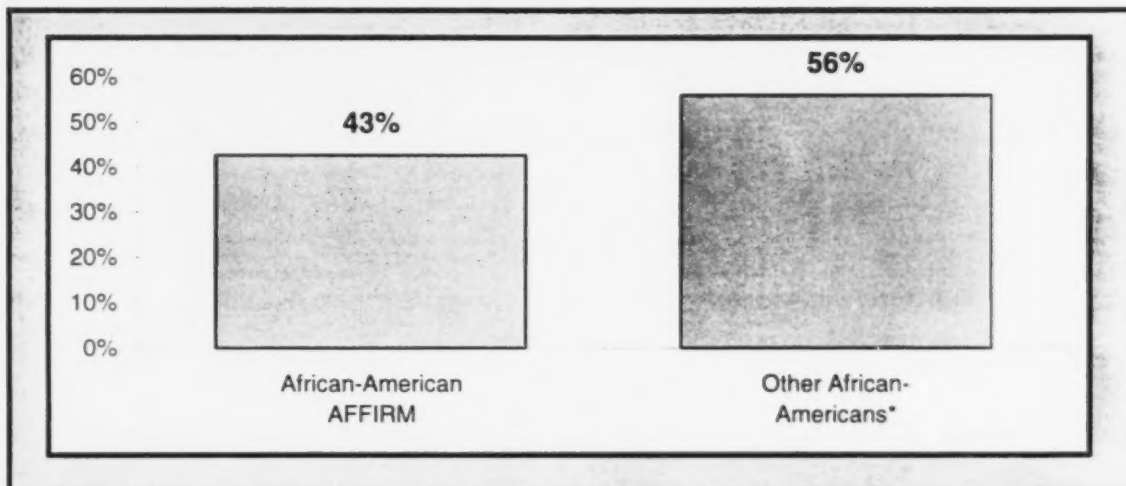
Overall Success Rates
Fall 1993



Evergreen Valley College
Overall Success Rates for African-American AFFIRM Students
Compared to Other African-Americans in the Same Courses
Fall 1993

Group	African-American AFFIRM			Other African-Americans*		
	Tot #	# Suc	% Suc	Tot #	# Suc	% Suc
English 330	12	8	67%	8	7	88%
English 104	23	11	48%	18	12	67%
English 1A	32	10	31%	32	16	50%
Math 12	21	6	29%	19	9	47%
Chem 15	5	2	40%	3	1	33%
Guide 95	17	10	59%	2	1	50%
Total	110	47	43%	82	46	56%

*excludes African-American AFFIRM students



*excludes African-American AFFIRM students

Comment:

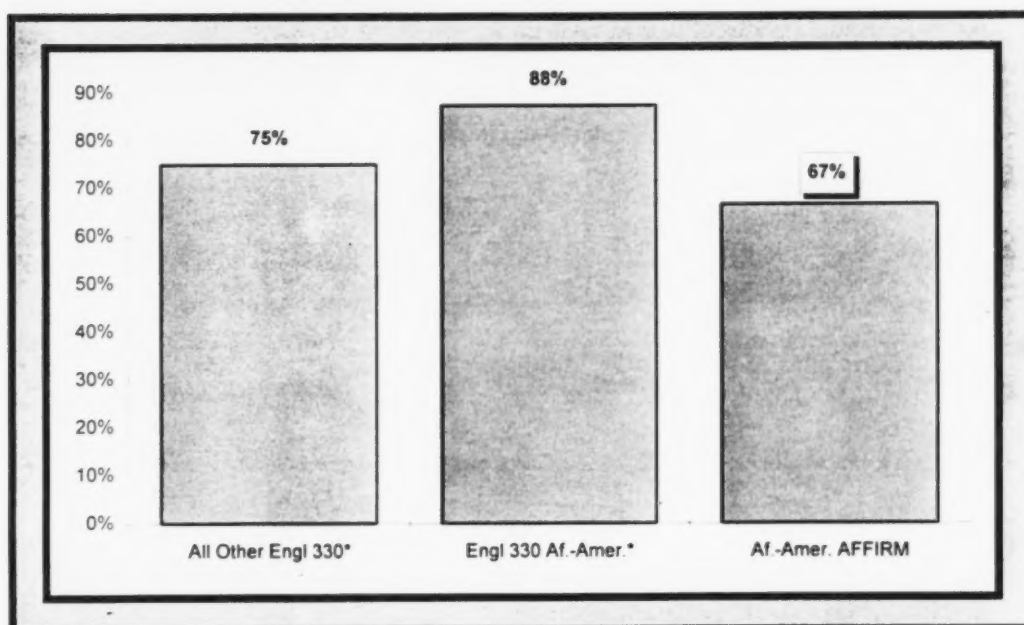
The overall success rate of African-American AFFIRM students in six AFFIRM sections was 43% compared to 56% for African-Americans in non-AFFIRM comparison sections. The only two courses in which African-American AFFIRM students did better than the non-AFFIRM African-Americans were Chemistry 15 (40% compared to 33%) and Guidance 95 (59% compared to 50%).

NOTE: AFFIRM records of student ethnicity differ somewhat from the official District Ethnic Grade Distribution Report from which data for this research report was taken. Students indicate their ethnic background on a scanner filled out as part of the admission and registration process, and this information goes into the Grade Distribution Report. African-American students who marked "Decline to State," "Unknown," or any designation other than "Black" on the scanner, were not included as "African-American" in this AFFIRM report.

Evergreen Valley College
Success Rates of African-American AFFIRM Students in English 330
Compared to All English 330 African-Americans
and All Other English 330 Students
Fall 1993

<i>Group</i>	<i>Tot #</i>	<i># Suc</i>	<i>% Suc</i>
All Other Engl 330*	225	169	75%
Engl 330 Af.-Amer.*	8	7	88%
Engl 330 AFFIRM #1	2	2	100%
Engl 330 AFFIRM #2	10	6	60%
Af.-Amer. AFFIRM	12	8	67%

*excludes African-American AFFIRM students



*excludes African-American AFFIRM students

Comment:

African-American AFFIRM English 330 students had a lower success rate at 67% than other African-American students in English 330 at 88%, and lower than the same success rate as all other English 330 students at 75%.

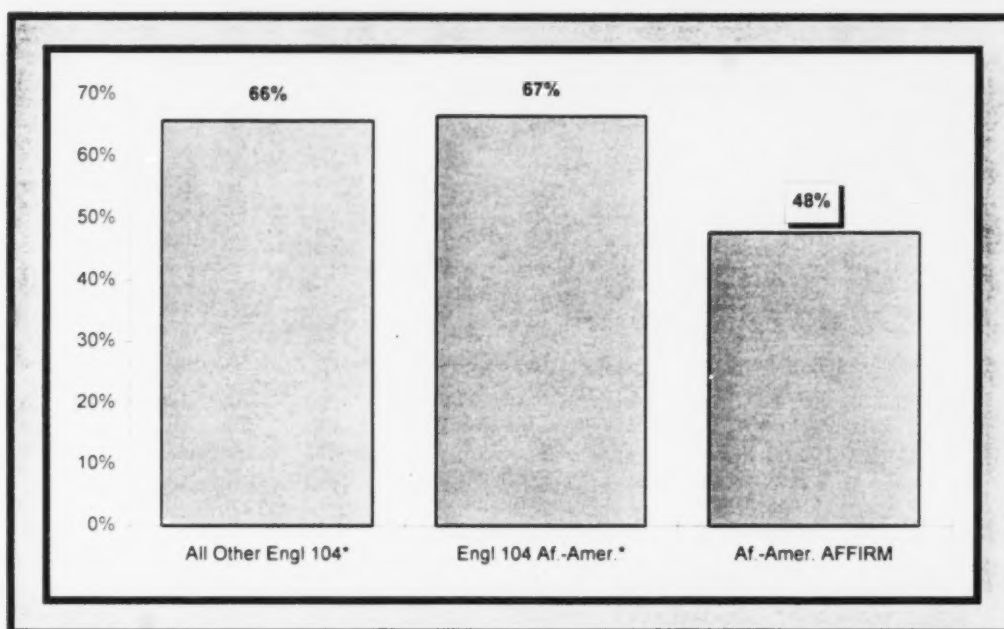
Key:

All Other Engl 330* = All English 330 students except the African-American AFFIRM students
 Engl 330 Af.-Amer.* = English 330 African-Americans except the African-American AFFIRM students
 Af.-Amer. AFFIRM = African-American AFFIRM students in English 330

Evergreen Valley College
Success Rates of African-American AFFIRM Students in English 104
Compared to All English 104 African-Americans
and All Other English 104 Students
Fall 1993

<i>Group</i>	<i>Tot #</i>	<i># Suc</i>	<i>% Suc</i>
All Other Engl 104*	439	289	66%
Engl 104 Af.-Amer.*	18	12	67%
Engl 104 AFFIRM #1	10	6	60%
Engl 104 AFFIRM #2	13	5	38%
Af.-Amer. AFFIRM	23	11	48%

*excludes African-American AFFIRM students



*excludes African-American AFFIRM students

Comment:

African-Americans in the AFFIRM English 104 (one level below English composition) sections had a combined success rate of 48%, lower than the success rate for all other African-Americans in English 104 at 67% and lower than all other English 104 students at 66%.

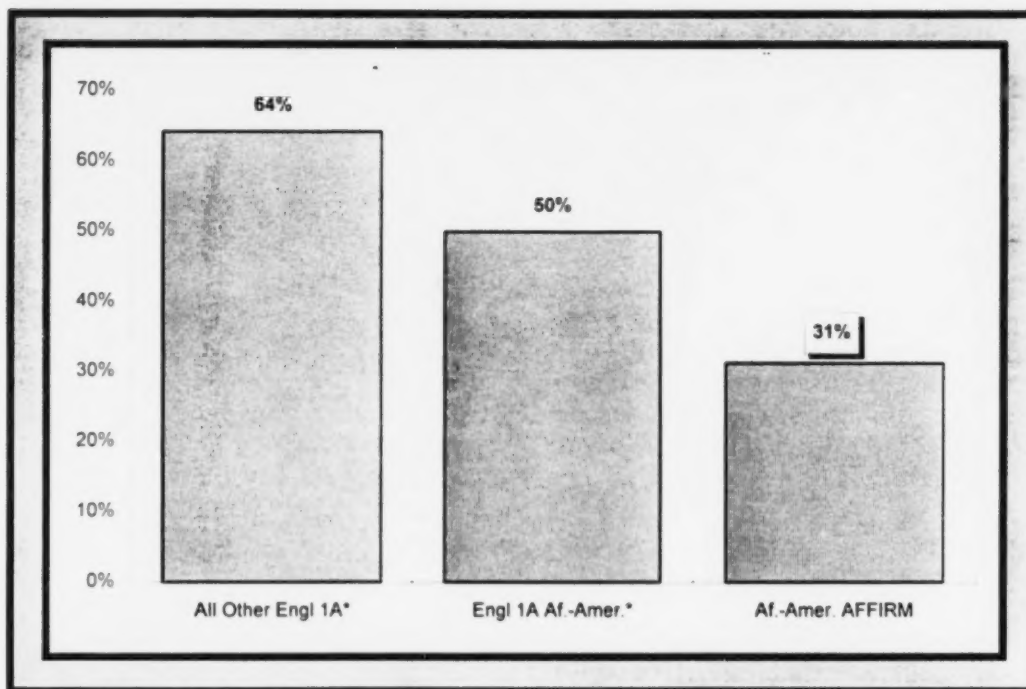
Key:

All Other Engl 104* = All English 104 students except the African-American AFFIRM students
 Engl 104 Af.-Amer.* = English 104 African-Americans except the African-American AFFIRM students
 Af.-Amer. AFFIRM = African-American AFFIRM students in English 104

Evergreen Valley College
Success Rates of African-American AFFIRM Students in English 1A
Compared to Other English 1A African-Americans
and All Other English 1A Students
Fall 1993

Group	Tot #	# Suc	% Suc
All Other Engl 1A*	721	463	64%
Engl 1A Af.-Amer.*	32	16	50%
Af.-Amer. AFFIRM	32	10	31%

*excludes African-American AFFIRM students



*excludes African-American AFFIRM students

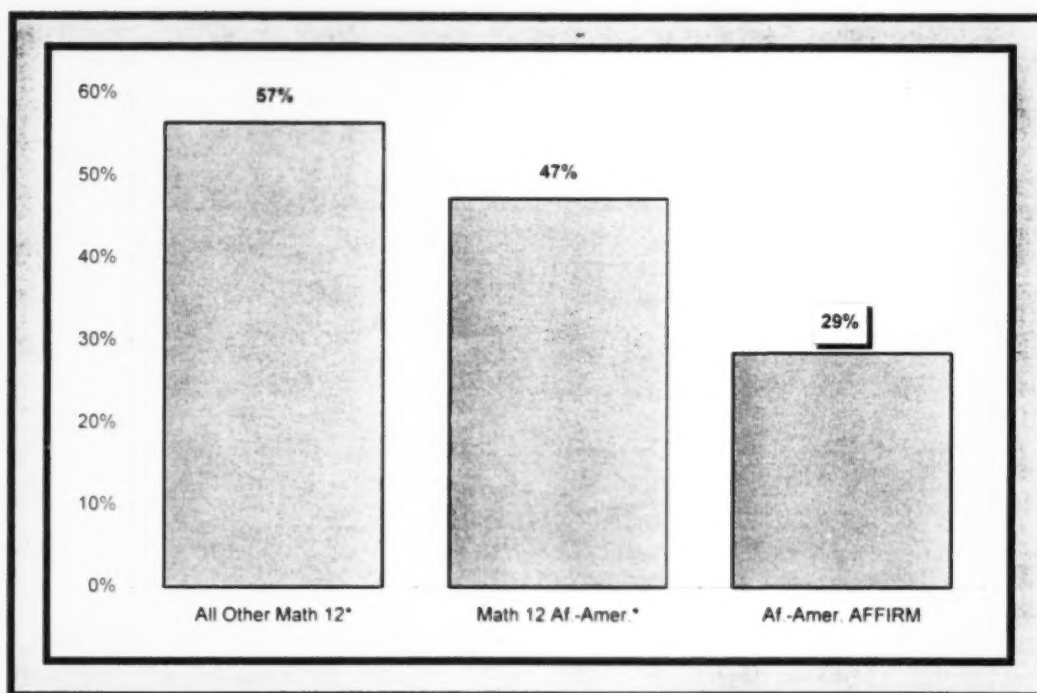
Comment: African-American AFFIRM English 1A students were less successful at 31% than the non-AFFIRM African-American students in English 1A at 50%, and less successful than all other English 1A students at 64%.

Key: All Other Engl 1A* = All English 1A students except the African-American AFFIRM students
 Engl 1A Af.-Amer.* = English 1A African-Americans except the African-American AFFIRM students
 Af.-Amer. AFFIRM = African-American AFFIRM students in English 1A

Evergreen Valley College
Success Rates of African-American AFFIRM Students in Math 12
Compared to All Math 12 African-Americans
and All Other Math 12 Students
Fall 1993

Group	Tot #	# Suc	% Suc
All Other Math 12*	474	268	57%
Math 12 Af.-Amer.*	19	9	47%
Af.-Amer. AFFIRM	21	6	29%

*excludes African-American AFFIRM students



*excludes African-American AFFIRM students

Comment:

The African-American AFFIRM students in Math 12 had a low success rate of 29% compared to 47% for the African-American students in non-AFFIRM Math 12 classes. Both groups were lower than all other Math 12 students, who had a 57% success rate.

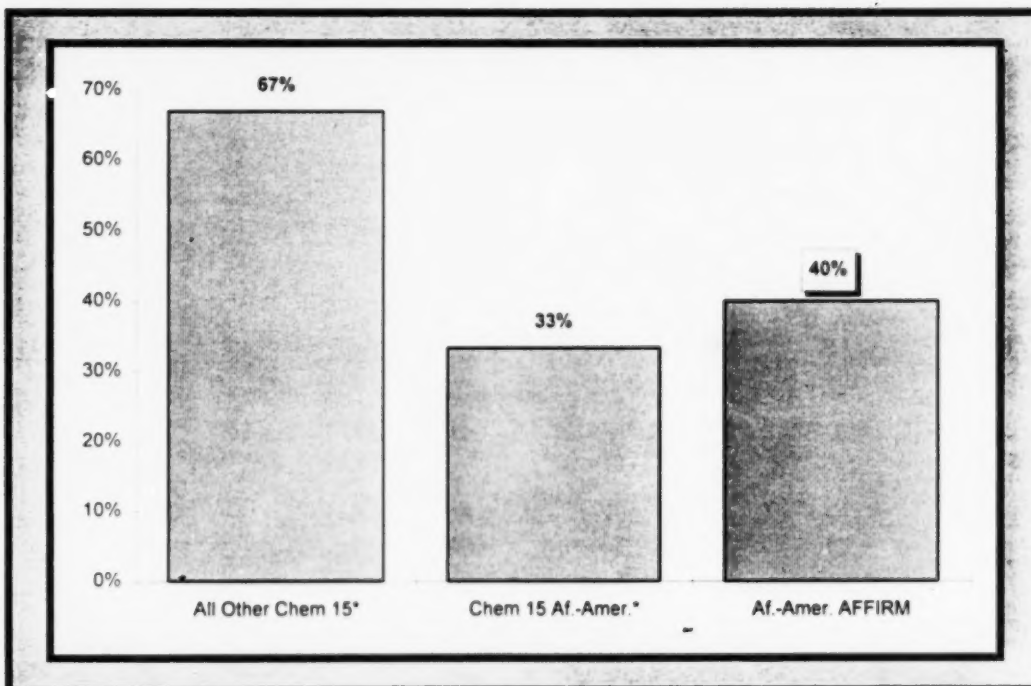
Key:

All Other Math 12* = All Math 12 students except the African-American AFFIRM students
 Math 12 Af.-Amer.* = Math 12 African-Americans except the African-American AFFIRM students
 Af.-Amer. AFFIRM = African-American AFFIRM students in Math 12

Evergreen Valley College
Success Rates of African-American AFFIRM Students in Chem 15
Compared to All Chem 15 African-Americans
and All Other Chem 15 Students
Fall 1993

Group	Tot #	# Suc	% Suc
All Other Chem 15*	109	73	67%
Chem 15 Af.-Amer.*	3	1	33%
Af.-Amer. AFFIRM	5	2	40%

*excludes African-American AFFIRM students



*excludes African-American AFFIRM students

Comment:

Of the 8 African-American students in Chemistry 15, 5 were AFFIRM students. These 5 students had a success rate of 40% compared to 67% for all other students. The AFFIRM students did achieve a higher success rate than the non-AFFIRM African-American students, who had only a 33% success rate. Low numbers do not give stable results; more research will be needed. In Spring 1994, the program will offer a Chemistry 30A class instead of Chemistry 15. An additional support lab will be available to the students.

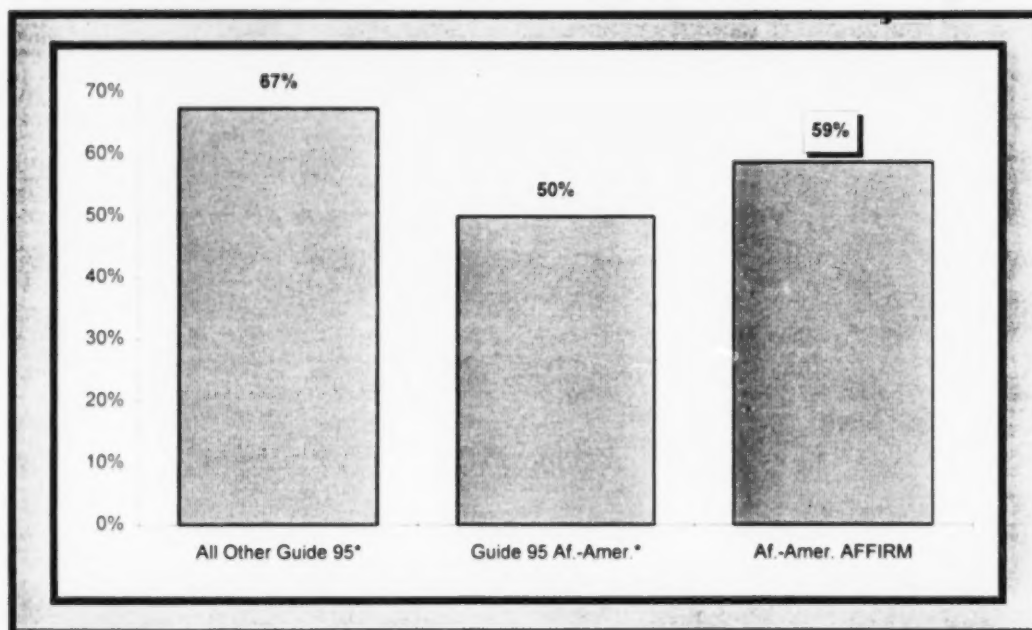
Key:

All Other Chem 15* = All Chemistry 15 students except the African-American AFFIRM students
 Chem 15 Af.-Amer.* = Chemistry 15 African-Americans except the African-American AFFIRM students
 Af.-Amer. AFFIRM = African-American AFFIRM students in Chemistry 15

Evergreen Valley College
Success Rates of African-American AFFIRM Students in Guide 95
Compared to All Guide 95 African-Americans
and All Other Guide 95 Students
Fall 1993

Group	Tot #	# Suc	% Suc
All Other Guide 95*	43	29	67%
Guide 95 Af.-Amer.*	2	1	50%
Guide 95 AFFIRM #1	11	9	82%
Guide 95 AFFIRM #2	6	1	17%
Af.-Amer. AFFIRM	17	10	59%

*excludes African-American AFFIRM students



*excludes African-American AFFIRM students

Comment:

African-American AFFIRM students in Guide 95 had a lower success rate at 59% than all other Guide 95 Students at 67% and a higher success rate than other African-American students at 50%.

Key:

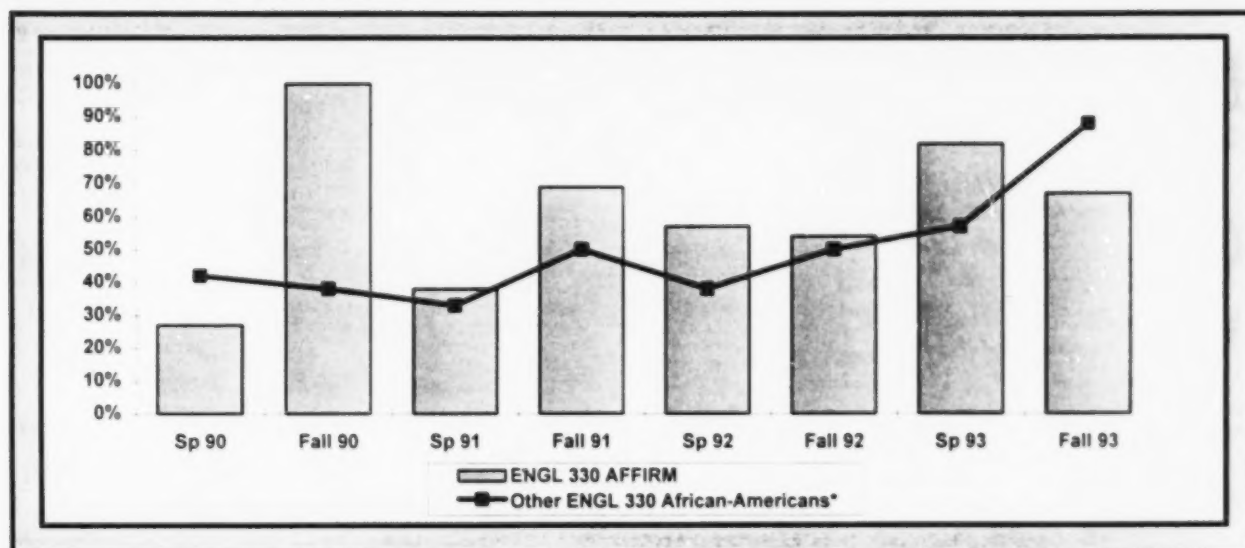
All Other Guide 95* = All Guidance 95 students except the African-American AFFIRM students
 Guide 95 Af.-Amer.* = Guidance 95 African-Americans except the African-American AFFIRM students
 Af.-Amer. AFFIRM = African-American AFFIRM students in Guidance 95

Evergreen Valley College
Success Rates of African-American AFFIRM Students in English 330
Compared to Other African-Americans in English 330 Over Eight Semesters
Spring 1990 through Fall 1993

Question: What number and percent of African-American AFFIRM students succeeded in English 330 from Spring 1990 through Fall 1993 compared to African-American students in non-AFFIRM sections of English 330?

Group	S90 % Suc	F90 % Suc	S91 % Suc	F91 % Suc	S92 % Suc	F92 % Suc	S93 % Suc	F93 % Suc	Total % Suc
Total# (#Suc)	11 (3)	6 (6)	8 (3)	16 (11)	7 (4)	13 (7)	11 (9)	12 (8)	84 (51)
ENGL 330 AFFIRM	27%	100%	38%	69%	57%	54%	82%	67%	61%
Total# (#Suc)	26 (11)	26 (10)	21 (7)	26 (13)	26 (10)	10 (5)	14 (8)	8 (7)	157 (71)
Other ENGL 330 Af.-Americans*	42%	38%	33%	50%	38%	50%	57%	88%	45%

*excludes African-American AFFIRM students



*excludes African-American AFFIRM students

Answer: Over 8 semesters, the total success rate for African-American AFFIRM students in English 330 was 61% compared to other English 330 African-American students at 45%.

In 6 of the 8 semesters, the African-American AFFIRM students in English 330 had a higher success rate than the other English 330 African-American students. Most individual AFFIRM sections had small numbers of African-American students, therefore, caution should be used in generalizing from data for a single semester's comparisons.

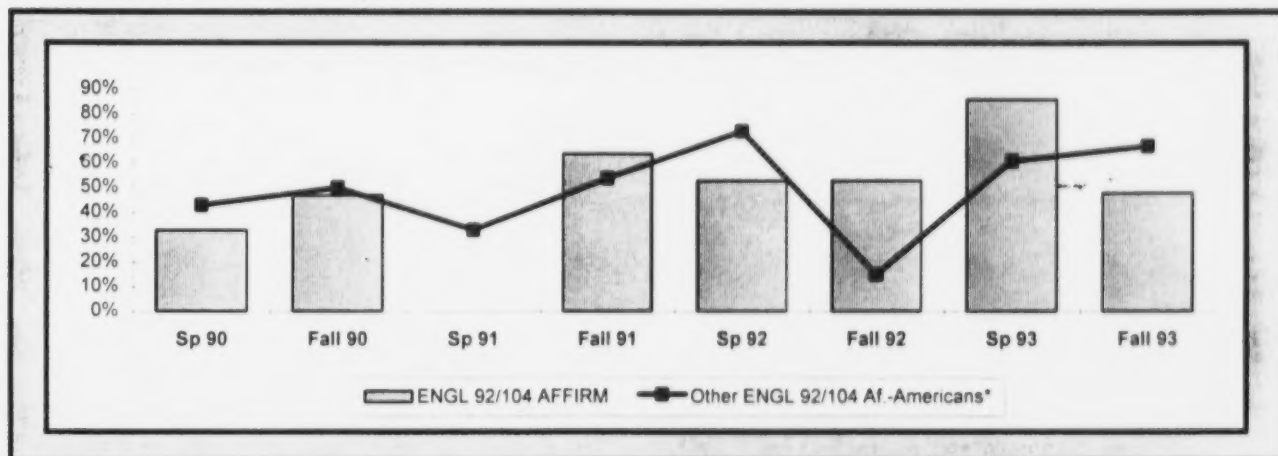
Key: ENGL 330 AFFIRM = African-American AFFIRM students in English 330
 Other ENGL 330 African-Americans* = All African-American students in English 330 except African-American AFFIRM students

Evergreen Valley College
Success Rates of African-American AFFIRM Students in English 92/104
Compared to Other African-Americans in English 92/104 Over Eight Semesters
Spring 1990 through Fall 1993

Question: What number and percent of African-American AFFIRM students succeeded in English 92 (which became English 104 in F92) from Spring 1990 through Fall 1993 compared to other African-Americans in the same course(s) during the same semesters?

Group	S90 % Suc Engl 92	F90 % Suc Engl 92	S91 % Suc Engl 92	F91 % Suc Engl 92	S92 % Suc Engl 92	F92 % Suc Engl 104	S93 % Suc Engl 104	F93 % Suc Engl 104	Total % Suc
Total# (#Suc)	6 (2)	17 (8)	0 (0)	14 (9)	17 (9)	15 (8)	21 (18)	23 (11)	113 (65)
ENGL 92/104 AFFIRM	33%	47%	N/A	64%	53%	53%	86%	48%	58%
Total# (#Suc)	40 (17)	46 (23)	21 (7)	24 (13)	22 (16)	26 (4)	18 (11)	18 (12)	215 (103)
Other ENGL 92/104 Af.-Americans*	43%	50%	33%	54%	73%	15%	61%	67%	48%

*excludes African-American AFFIRM students



*excludes African-American AFFIRM students

Answer: Over 8 semesters, the total success rate for African-American AFFIRM students in English 92/104 was 58% compared to other English 92/104 African-American students at 48%.

In 3 of the 8 semesters, the African-American AFFIRM students in English 92/104 had a higher success rate than the other English 92/104 African-American students. Most individual AFFIRM sections had small numbers of African-American students, therefore, caution should be used in generalizing from data for a single semester's comparisons.

Key: ENGL 92/104 AFFIRM = African-American AFFIRM students in English 92/104
 Other ENGL 92/104 Af.-Americans* = All African-American students in English 92/104 except African-American AFFIRM students

Note: AFFIRM English 92 was not offered in Spring 1991. English 92 changed to English 104 in Fall 1992.